

## 2017 COMMITTEE REPORT

### **Committee Name: Member Communities Committee (MCC)**

**Committee Charge:** The Member Communities Committee shall be responsible for member support, engagement, and communication. The Member Communities Committee shall provide support and oversight to the Society's Geographic Units.

### **List Constituent Committees:**

Committee on Student Members (CSM)

Committee on Younger Members (CYM)

Leader Training Committee (LTC)

*See Attachment 1 for constituent committee reports*

### **Report:**

1. Describe the meaningful issues the Committee is undertaking that affect the profession.  
MCC has continued to link their strategic planning with PAES budgeting, Goals, Scorecard, Dashboards. As part of that planning, they have focused on Student Transition and Younger Member Retention, including sunsetting the CSM subcommittee and establishing a new MCC subcommittee. This focus on student transition and younger member retention ultimately helps the profession by providing opportunities for growth to those members as they develop their professional skills and expertise.
2. During the past year what has been the Committee's greatest achievement?  
This year, MCC has completed SMART goals for all PAES programs they oversee, including those of constituent committees. This planning process helps provide clear goals and meaningful outcomes and metrics for gauging success, which is a service to the Society, in the long run. Specifically, MCC developed scorecards for MCC programs to measure success, as well as to measure Region health.
3. What issues should the Committee focus on for the coming year, and what are the outcomes and metrics for gauging success?

Below are MCC's FY 18 Strategic Objectives and supporting SMART Goals. Please see next question for metrics and FY 16 assessment for each strategic objective.

- Improve unit effectiveness through shared planning, coordination, and communication
- Increase member engagement
- Equip ASCE members to lead the Society and the profession

4. List the PAES products/services/programs that fall under the oversight of the Committee.

See *Attachment 2* for Scorecard showing the ASCE Goals supported by the FY18 MCC Strategic Objectives, associated PAES Programs, metrics and FY 16 Status.

5. If the Committee was forced to eliminate three (3) programs or projects, what would those be (including sacred cows)?

See *Attachment 2* Scorecard.

6. Board Assignments

- Board Task: Puerto Rico, Canada, and Mexico Section and Member Assignments (*Attachment 3*)

**Action(s) Required from Board of Direction (if any):**

- Board Task: Region Governor Travel (*Attachment 4*)
- ExCom Task: Student Dues Analysis (*Attachment 5*)

**What is the single most high level topic for which you would like Board input?**

- Region Health Scorecard (*Attachment 6*): Is there different/other information that would be useful to the Board's Strategic Planning Process

**Respectfully submitted,**

Craig Quadrato, PE, PhD, F.ASCE, MCC Chair

## **Attachment 1 Constituent Committee Reports**

### **Committee Name: Committee on Student Members (CSM)**

**Committee Charge:** The Committee on Student Members shall provide for the development and engagement of students through activities and programs that enhance the formal education process and the transition of Student Members into the profession as ASCE members.

**List Subcommittees:** Committee on National Concrete Canoe Competitions, National Student Steel Bridge Sub-committee, Student Transition Sub-committee.

### **Report:**

1. Describe the meaningful issues the Committee is undertaking that affect the profession.

The committee is tasked with establishing, monitoring, and evaluating ASCE's 353 Student Chapters and 19 Student Conferences, ensuring a sound infrastructure for the engagement of student members in activities that supplement their formal education, introduce them to the experiences and value of ASCE membership, and help them use their civil engineering skills to make a difference in the lives of others. The committee also trains Student Chapter and Student Conference leadership teams, thereby ensuring quality experiences and developing the future leadership of ASCE. The committee's subcommittees support the National Steel Bridge Competition and ASCE's flagship competition, the National Concrete Canoe Competition. The Student Transition Subcommittee, oversees the development of student transition engagement activities and communication and, together with CSM, weave engagement with professionals and messaging about ASCE value throughout all events.

2. During the past year what has been the Committee's greatest achievement?

The committee's greatest achievement over the past year is the successful implementation of a new student chapter establishment process that greatly improves the quality of ASCE's international student chapters in their development stage thereby giving these chapters a better understanding of the potential value of being an ASCE chapter and an increased chance for success. The addition of a 19<sup>th</sup> Student Conference in India, also greatly increases the potential for creating valuable ASCE experiences for students in the India Section, and sets the stage for the creation of Student Conferences in other countries.

3. What issues should the Committee focus on for the coming year, and what are the outcomes and metrics for gauging success?

- a. This year the committee will be focusing on rolling the training for Faculty Advisors and Practitioner Advisors into the Workshop for Student Chapter Leaders. This training will be piloted on one region to determine if this will be a successful model going forward. Success will be measured by the level of participation of Faculty Advisors in the program, and positive program evaluations from the participants.
  - b. The Committee will be working with the Faculty Advisor at the Vellore Institute of Technology and other Faculty Advisors in the India Section to plan and execute the first India Student Conference event and business meeting in Spring 2018. Success will be measured by the completion of the ASCE India Section Student Conference Constitution, the level of participation by ASCE student chapters in the Spring Conference, and the completion of a successful first business meeting during the Student Conference.
  - c. The committee is also developing and testing an 'ASCE EZ' Student Annual Report format, to lighten the Annual Reporting requirements of ASCE Student Chapters who are not interested in competing for Student Chapter Awards. Success will be measured by the response rate for student chapter annual reports, the EZ form's impact on overall student engagement, and the level of relief provided committee members who review the reports.
4. List the products/services/programs that fall under the oversight of the Committee.
- ASCE Student Conferences
    - Committee travel to 19 Student Conferences
    - Host training webinars
    - Host stipends
    - Concrete Canoe Competition award paddles
  - ASCE Student Chapters
    - Establishment and evaluation
    - Workshops for Student Chapter Leaders
    - Practitioner and Faculty Advisor Training Workshop
  - Student Awards
    - Ridgway Award and awards for Distinguished Chapters in each region
    - Certificates of Commendation to exemplary chapters and letters of Honorable Mention to accomplished chapters
    - Robert J. Scranton Award for community service
    - Most improved student chapter award and letters of significant improvement
    - Faculty Advisor and Practitioner Awards and Certificates of Commendation
    - David W. Mead Student Paper Contest (ethics topic)
  - Student Transition Activity (STAY) Grants
  - Partner activities for ASCE/AISC National Student Steel Bridge Competition
    - Scholarship prizes

- NSSBC Rules Committee travel
- National Concrete Canoe Competition
  - Host selection and host training
  - Rules creation and competition officials
  - Team eligibility and guidance

5. If the Committee was forced to eliminate three (3) programs or projects, what would those be (including sacred cows)?

- (1) India Student Conference
- (2) National Student Steel Bridge Competition Scholarships
- (3) National Concrete Canoe Competition registration stipends for students.

**Action(s) Required from Board of Direction (if any):**

Included in MCC Board action requests.

**Respectfully submitted,**

Malay Ghose-Hajra, PE, ENV SP, M.ASCE, CSM Chair

**Committee Name: Committee on Younger Members**

**Committee Charge:** The Committee on Younger Members shall focus on matters of the professional development of civil engineers 35 years of age and younger, and facilitate their engagement with, and participation in, society.

**List Subcommittees: None**

**Report:**

1. Describe the meaningful issues the Committee is undertaking that affect the profession.

The engagement and retention of members age 35 and younger has a direct impact on the future of ASCE. The Committee on Younger Members oversees the engagement of Younger Member groups with the Society, conducts younger member professional development programming and provides an avenue of communication between younger members and the Board of Direction. Three committee members serve as liaisons to Region Councils and their assigned younger member groups. They also lead the efforts of Younger Member Council planners of the Region Younger Member Council Meetings at MRLCs. The committee coordinates the Younger Member Awards Program and provides direct guidance and support to younger member groups engaged in university student outreach activities.

2. During the past year what has been the Committee's greatest achievement?

The committee has continued the progress from the previous year by continuing the strategic planning exercise put forward by its parent committee, Member Communities Committee. This ongoing task has allowed CYM to reassess operations and programming based on specific metrics and optimize future efforts. Examples include improved and streamlined communications to Younger Member Group leaders, increased emphasis on student engagement, including grants for Younger Members to represent ASCE at student conferences, and modifications to the scheduling of the Younger Member Leadership Symposium to establish the event as a key professional development opportunity for Younger Members. In addition, CYM hosted a networking workshop at all three MRLCs this year that resulted in direct contact and engagement between Younger Members and Student Members to help with student transition.

3. What issues should the Committee focus on for the coming year, and what are the outcomes and metrics for gauging success?

The Committee has established SMART goals to assess and analyze Younger Member Group Annual Reports and gauge the health of ASCE's Younger Member Group infrastructure. We expect to roll out a new annual report form over the next

year to help gather the data we need to track the health of these groups. Improved communication with younger members is needed to foster a stronger connection with the Society and increase awareness of younger member programming. Another metric will be an increase in Younger Member participation and engagement with CYM sponsored activities, and greater interest and enhanced quality of their Student outreach efforts.

4. List the products/services/programs that fall under the oversight of the Committee.
  - Establishment of new Younger Member Groups.
  - Review of Younger Member Group Annual Reports
  - Establishment of a new online report format
  - Younger Member Council Annual Meeting and leadership track of Multi-Region Leadership Conferences. Conducting another successful YM/student session at each MRLC.
  - Host the Younger Member Leadership Symposium
  - Host the Legislative Fly-in Younger Member Program
  - Award grants for Younger Members to conduct student outreach at Student Conferences
  - Younger Member Awards program, including The Collingwood Prize, Daniel W. Mead Younger Prize for Younger Members, and Younger Member Group Award
  - Attendance and involvement at the Annual Convention and the International Sustainability Conference
  - CYM Webinars and Virtual Presentations, especially to international members
  - Supports struggling and start-up Younger Member Groups
  - Provide Younger Member Group resources
    - Younger Member/Student Member invite packets
    - Resources for Employer support
    - Guide to active involvement
    - Life after college handbook
    - Starting a Younger Member Group Handbook
  - Younger Member Group Handbook
  
5. If the Committee was forced to eliminate three (3) programs or projects, what would those be (including sacred cows)?
  - a. Student transition grants supporting YM interaction with students at Student Conferences.
  - b. CYM Younger Member Awards (includes Website, Government Engineer, Employer Recognition awards)
  - c. Per diem for either YMLS or Fly-In attendees (could be revenue reducing)

**Action(s) Required from Board of Direction (if any):**

We think that the Board should have a Younger Member representative to increase the diversity and capture the needs of transitioning students and Younger Members

(roughly 2/3 of the Society members). CYM nominated a very qualified individual for the At-Large seat in 2016 but the current requirements are written such that Younger Members couldn't possibly have enough experience to qualify for the position. If the Society values these future leaders, we think it's important that they're represented at the Board level.

**Respectfully submitted,**

Kelly Doyle, PE, M.ASCE, CYM Chair



**Committee Name: Leader Training Committee (LTC)**

**Committee Charge:** The Leader Training Committee shall be responsible for the coordination and delivery of leader training and development for the Society.

**List Subcommittees: N/A**

**Report:**

1. Describe the meaningful issues the Committee is undertaking that affect the profession.

LTC has developed programs to provide training for all levels and positions of ASCE. We provide forums for discussion amongst the leaders of the Regions, Sections/Branches, Younger Members, and Student Members. We brought the Technical Region leadership into the Multi Region Leadership Conferences (MRLC's) this year and are planning for their possible inclusion in the Presidents and Governors Forum (PGF). We provided general training for the first time to ASCE Committee Chairs and followed that up with a Strategic Planning webinar. We provided a short training session to incoming Board Directors during Leadership Orientation. We are developing a training webinar for Region Governors.

2. During the past year what has been the Committee's greatest achievement?

The Committee's greatest new achievement this year was the development of the training webinar for ASCE Committee Chairs that was held on December 5, 2016 for incoming Society committee chairs. We held a follow up webinar on May 25, 2017 for the committee chairs on Strategic Planning that was led by Craig Quadrato. Region Directors were also invited to attend these two webinars. We plan to expand this training to the Region, Section, and Branch leadership and their internal committees next.

3. What issues should the Committee focus on for the coming year, and what are the outcomes and metrics for gauging success?

- LTC will continue to expand and improve their ongoing leadership programs, which include the MRLCs, the PGF, and a suite of webinars and conference calls offered to leaders within ASCE.
- LTC will continue to work with the TRBG on providing leader training for the Technical Region's leadership at future MRLC's and work to bring their leadership into the program similar to how we use the Region Directors and Governors to give them more exposure to the attendees and more opportunities to network with them. We are also discussing with them to determine if the PGF would be a good opportunity for their new leaders to

- learn more about what ASCE can do for them while also giving them a chance to network with the Section and Branch leaders.
- LTC is developing a Region Governors training webinar for the fall. This training will target current and incoming (newly elected) governors by covering the Who, What, When, Where, Why and How of the job.
  - Committee Chair training will be refined and developed further and presented to incoming committee chairs this fall and we plan to invite Region, Section and Branch committee chairs to attend too. This helps to give committee chairs the knowledge that they need when leading their committees. We will also look to develop other training programs that will best benefit the committee chairs based on their feedback.
  - We will gauge the success of each of our programs by the number of members that attend and participate. We also solicit feedback with each of our conferences, webinars, and conference calls to help gauge the success of the event and determine what changes may be necessary in the future.
4. List the products/services/programs that fall under the oversight of the Committee.

LTC primarily oversees, conducts, and participates in the PGF, the MRLC's which includes the Workshop for Section and Branch Leaders (WSBL), the Region Governor's Orientation, as well as various Region / Section / Branch focused webinars and conference calls. These have been categorized into Leadership Modules that include:

- Leadership 101 – MRLC's
  - Provide a basic introduction to ASCE leadership.
  - Provide an overview of ASCE programs and a greater concentration on leadership training.
  - Joint sessions and networking scheduled among WSBL/YMC/Student Chapters
- Leadership 201 –Governors / Section and Branch Leaders Training
  - Focuses on Governors and Section and Branch leaders.
  - Conference calls and webinars sharing resources and Best Practices, allowing leaders to discuss their issues, concerns, and ideas. (see list below)
  - Revitalizing dormant Sections and Branches.
- Leadership 301 – PGF
  - Gives incoming Presidents and Governors the resources and training needed to successfully implement programs and serve the constituents.
  - Focus on helping incoming presidents formulate obtainable goals and set a plan for successful implementation.
  - Provides training to incoming committee chairs to give them the information to successfully plan and lead their committees.

These products/services/programs include:

- Regions and Section / Branch Best Practices Guide

- Talking Points and Presentations on ASCE Issues
- Region Best Practices Webinar
- Region Idea Exchange Conference Calls
- Region Governors Training Webinar (NEW)
- Section/Branch Best Practices Webinar
- Section/Branch Idea Exchange Conference Calls
- Ask the ASCE President Video Conference
- Section / Branch Legal Webinar
- Struggling Sections and Branches Webinar
- Social Media for Communication between Section/Branch and Region Leaders (Linked In, Facebook, Instagram)
- Committee Chair Training Webinars
- Section and Branch Awards and Web Awards
- Section and Branch Operations Handbook
- Region Operations Handbook
- LTC Report
- LTC reviews the Section, Branch Annual Reports and disseminates key information to the ASCE Regions and staff to work with Sections and Branches not as active and to respond to comments made in “How ASCE Can Help”.
- LTC attends Region Assemblies to provide information about available programs and resources and receives feedback from Region, Section, and Branch leaders about the leadership training and programs that are provided and get ideas for new programs and tools that are local leaders are seeking.

5. If the Committee was forced to eliminate three (3) programs or projects, what would those be (including sacred cows)?

- Section and Branch Awards and Web Awards
- Best Practices
- Social Media

**Action(s) Required from Board of Direction (if any):**

None

**Respectfully submitted,**

Donald G. Wittmer, P.E. M.ASCE, LTC Chair

**Attachment 2  
FY18 PAES Program Scorecard**

Supported ASCE Goal	FY 18 MCC Strategic Objectives	FY 18 Associated PAES Programs	PAES Metrics	FY 16 Status (3 Point Scale)
Promote professionalism and the profession throughout society to enhance the stature of civil engineers and to influence public policy	Improve unit effectiveness through shared planning, coordination, and communication	MCC, LTC, CYM, CSM Management YM Council Meetings Region Meetings/Assemblies	Results MBR Value Strategic Fit	2.86
	Increase member engagement	Student Transition Activity Grants <b>YM Student Engagement*</b> Member & Unit Awards YM Legislative Fly-in National Steel Bridge Competition National Concrete Canoe Competition <b>National Concrete Canoe Stipends*</b> Mead Ethics Essay Contest Student Conferences <b>Section Anniversary Support*</b>	Results MBR Value Strategic Fit	2.95
Develop and support civil engineer leaders to broaden our members' perspectives, enhance their career growth, and promote the public interest.	Equip ASCE members to lead the Society and the profession	Workshop for Section & Branch Leaders Workshop for Student Chapter Leaders YM Leadership Symposium President and Governors Forum Webinars Region Chair Training	Results MBR Value Strategic Fit	2.73
<b>Status Legend</b>	<b>Target Not Met</b> <2.5	<b>Target Marginally Met</b> 2.5<x<2.75	<b>Target Met</b> >2.75	

**\*Eliminate if Committee forced to eliminate three programs**

### **Attachment 3**

#### **Puerto Rico, Canada, and Mexico Section and Member Assignments**

The Board-approved North American realignment has resulted in ASCE members in Canada being aligned with Regions 1, 3, and 8; Mexico with Region 6, and Puerto Rico with Region 5. During their October 2016 meeting, the Board of Direction directed the Governing Documents Committee to prepare the amendments required to implement the previously approved changes of section and member assignments (Puerto Rico, Canada, Mexico) for Board consideration in January 2017, and directed the Member Communities Committee, the Executive Director, and other impacted entities to take the actions needed to implement these changes.

In response to the Board assignment, MCC intends to take the following five actions to implement these changes.

1. Suggest that Regions 1, 3, and 8 Board of Governors (BoG) decide how to assign the Canadian ASCE members to geographic units in their Regions. MCC recommends these Region Boards consider the following three courses of action.
  - a. Allow the Canadian Members to remain unassigned to a section or branch. This option maintains the same status as Canadian member had while in Region 10, but is not consistent with the way US members in the Regions are organized and represented.
  - b. Form new sections in the Canadian provinces. This option assumes that the Canadian ASCE members already have an established organization or identifiable leaders to accomplish this task.
  - c. Align Canadian members with existing Sections or Branches within the Region. See attached example of such an alignment prepared by ASCE staff (below). This option may be an initial step on the way to an eventual creation of new sections and/or branches in Canada or as a long-term arrangement. Special consideration must be given to the anticipated services the Sections would provide to the Canadian members and the Sections' current ability to provide those services.
2. Request that ASCE staff produce member contact lists for the Canadian members consistent with the courses of action selected by Regions 1, 3, 8 (BoG) and the Mexican and Puerto Rican members. ASCE HQ use the contact information to mail a letter to each member in Canada, Mexico, and Puerto Rico informing them of their new Region and, if appropriate, section. The letter should include contact information for the BoG and Section leadership. These contact lists will also be provided to the Regions for forwarding to the appropriate sections for follow-up communications.
3. Request that Governing Documents and any other appropriate ASCE entities review the Official Registrar to determine if provisions to the following should be changed

- a. all references to domestic or US regions in the Official Register to Regions 1 through 9 or North American Regions
  - b. international travel approval requirements since now there is an overlap between international and travel within a Region.
  - c. the definition of an international group, section, and student chapter.
4. Request that the Geographic Services staff review and recommend any necessary member dues and section allotment changes based on the realignment.
  5. Recommend that the affected BoGs review their By-Laws and processes to ensure the appropriate provisions are made for the inclusion of non-US members in their Regions.

In conjunction with the above recommendations, MCC will direct the Committee on Student Members (CSM) to review the status of student chapters in the affected countries to determine if new or existing Practitioner Advisors should be appointed by impacted Sections and if any student conference realignment is necessary. MCC will report the results of this analysis to the appropriate Region BoGs for their consideration and action.

**Respectfully submitted,**

Craig Quadrato, PE, PhD, F.ASCE, MCC Chair

Canadian Provinces	# of ASCE Members	Potential U.S. Section	Region
New Brunswick	50	Maine	1
	1	North Dakota	
	2	Buffalo	
Newfoundland	1	Maine	
Nova Scotia	17	Maine	
Prince Edward Island	1	Maine	
Quebec	4	Vermont or Maine	
	23	Maine	
	4	North Dakota	
	2	Buffalo	
	447	Vermont	
	1	Vermont or New Hampshire	
	1	Vermont or Syracuse	
	1	Syracuse	
Manitoba	57	North Dakota	3
	3	Grand Forks	
Ontario	235	North Dakota	
	154	Grand Forks	
	77	Syracuse	
	237	Buffalo	
	18	Duluth	
	10	Toledo	
	1	Maine	
	18	Duluth	
	3	Buffalo or New Hampshire	
	1	Buffalo or Syracuse	
Saskatchewan	66	North Dakota	8
	18	Grand Forks	
	2	Syracuse	
	3	Buffalo	
Alberta	148	Spokane	
	1	Montana	
	3	Seattle	
British Columbia	6	Spokane	
	1	Montana	
	412	Seattle	
	2029	Total Canadian Members	

Total # ASCE Members	Potential Section (All Regions Combined)
93	Maine
363	North Dakota
244	Buffalo
4	Vermont or Maine
447	Vermont
1	Vermont or New Hampshire
1	Vermont or Syracuse
80	Syracuse
415	Seattle
175	Grand Forks
36	Duluth
10	Toledo
3	Buffalo or New Hampshire
1	Buffalo or Syracuse
154	Spokane
2	Montana

**ATTACHMENT 4  
REGION GOVERNOR TRAVEL**

**REQUEST FOR BOARD OF DIRECTION ACTION  
for meeting on July 28-29, 2017**

<b>Topic:</b>	Region Governor Travel
<b>Background:</b>	During their January 2017 meeting, the Board of Direction (i) <b>REFERRED</b> the issue of Region Governor travel to the Member Communities Committee for its review; (ii) <b>DIRECTED</b> the Member Communities Committee to contact members of the Board regarding their concerns about Region Governor travel and to forward a recommendation to the Governing Documents Committee; and (iii) <b>DIRECTED</b> the Governing Documents Committee to prepare the necessary revisions to the Society's Rules of Policy and Procedure for consideration by the Board of Direction at its July 2017 meeting.
<b>Issues:</b>	Geographic Services staff contacted Geographic Region Directors on behalf of the Member Communities Committee regarding their concerns about Region Governor travel. The results are included in the attachment below. Additionally, the Governing Documents Committee has reviewed and agreed with the proposed language below.
<b>Organizational Entities Impacted:</b>	Organizational entities impacted include Region Boards of Governors and Governing Documents Committee.
<b>Budget Impact:</b>	Governor travel is included in the FY18 budget. The action should not have additional impact on the Society's budget.
<b>Action Requested:</b>	<p>The Board of Direction is asked to approve by two-thirds vote an amendment to Rules of Policy and Procedure, Article 8, to clarify approval of travel by domestic Region Governors outside their Region.:</p> <p><b><u>8.5.4.12           Travel by Domestic Region Governors.</u></b> <u>Travel expenses incurred by Domestic Region Governors on Society business within their Region, and in their official capacity, shall be authorized in advance by their Region Board of Governors. Domestic Region Governors may travel outside their Region for the purpose of attending their assigned Student Conferences and their assigned Multi-Region Leadership Conference only with prior approval from their Region Board of</u></p>



	<u>Governors and shall be entitled to reimbursement within the Society's travel policy. A Domestic Region Governor who wishes to travel outside their assigned Region for any other purpose shall submit a request to their Region Director for approval.</u>
<b>Prepared and Submitted by:</b>	Craig Quadrato, PE, PhD, F.ASCE, MCC Chair Carol W. Bowers, P.G., CAE, Hon.D.GE, ENV SP, M.ASCE, Managing Director, Member Communities
<b>Presenter:</b>	Craig Quadrato, PE, PhD, F.ASCE, MCC Chair Carol W. Bowers, P.G., CAE, Hon.D.GE, ENV SP, M.ASCE, Managing Director, Member Communities

<b>Input from Region Directors on Region Governor Reimbursement Process</b>	
	I had no problem or questions when we the Board approved this last year, and given a second bite of the apple I still don't have any questions or comments.
	That said, for in-Section Governor travel admin. burden of BOG pre-approving each expense is unwarranted. It may also discourage (when we want to encourage) in-Section Gov. travel. To better inform our decision, it would help to see projected Governor travel expenses compared to the budget for this year (\$90,000 if I recall correctly). I recommend revising the policy for Domestic Geographic Region Governor travel outside their Region for the purpose of attending their assigned Student Conferences and their assigned Multi-Region Leadership Conference require prior approval from Region Director only (see rationale above). Agree with proposed policy re. travel outside the Region for other purpose.
	I think we are putting a little too much restrictions in the statement when we only emphasize the need to attend the MLRC or student conferences. Also, I refer to the following statement: <i>"A request for a Domestic Region Governor to travel outside of their assigned Region for any other purpose shall be submitted in advance by the Region Director for approval by the Executive Committee"</i> . From my past experience this applies also to the Directors and not only the governors since it already happened to me. I was invited to attend and present at a conference in Toronto last year. The timing of the invitation and the timing of the EXCOM meeting did not coincide well and there was no other venue to approve my travel outside the EXCOM. This caused a little issue and I ended up not attending even though it would have given me an excellent opportunity to meet some of the new Canadian ASCE members which I acquired afterwards. Since most of the travel is being discussed within the RBOG, I don't see why we need to have EXCOM approve travel outside the region. If the region elects that the function is important (for the region) to attend, then the region should approve it and leave EXCOM out of it. Again, this happened with me when I attended the Sustainability conference in Long Beach couple of years ago. It was approved by the RBOG.
	I think we need to be decentralized in this process.

I tend to both laugh and cry when this comes up... Obviously, we have been dealing with this for a while now (and for Jay, Dale, and me – we tried to understand the larger issues surrounding this on MCC several years ago...). The language below is actually not “draft” – it is in the Official Register (p.76, 8.5.4.12). Aside – Who asked MCC to look at this again and when (recently)? I was not aware the BOD made such a request. According to 8.5.4.13, the BOD is supposed to revisit this every 5 years – and we did just last year. I whole-heartedly agree with Marsia’s question: Exactly what problem are we trying to solve? In Region 4, like most regions we evaluated 5 years ago, travel budgets were one of the key issues affecting performance of duties (recall the small, medium, large funding model). In Reg 4, we did not reimburse governor travel other than for official Region meetings. We (the BOD) “fixed” that last year with the current model of funding travel (per the existing policy) by the Society. As such, I support the current policy wording and recommend no changes. The only issue I foresee is exactly how much money do we spend to reimburse governor travel – which may be a budget issue for now – and not one of policy, yet.

I think that the Region Direction should be given a chance to travel qualifying for reimbursement prior to traveling except for MRLCs. Verbal okay should be sufficient.

It would be simpler if the Region Director could approve Governor travel in the region instead of the Governors.

Nancy - In Region 7 we have monthly conference calls so I don't think this will be too difficult for us to manage as currently proposed, we discuss trips and visits during each call. However, I am curious what problem we are trying to fix with this proposal. Is there a problem we should be made aware of? Or did someone abuse the system and now we have this in place? Just curious. I have no problem for trips outside the Region being submitted in advance for approval by ExCom we have enough notice regarding the Student Conferences which to my knowledge would be the only reason I am aware of for our Governors to need to travel outside of the Region, so that seems reasonable.

**ATTACHMENT 5  
STUDENT DUES ANALYSIS  
REQUEST FOR BOARD OF DIRECTION ACTION  
for meeting on July 28-29, 2017**

<b>Topic:</b>	Student Dues Analysis
<b>Background:</b>	<p>During their June 2016 meeting, the Executive Committee received background information on Student Member dues and directed the Committee on Student Members to evaluate the information and bring back a recommendation for the September 2016 Executive Committee meeting, including:</p> <ul style="list-style-type: none"> <li>• A breakdown of student members by domestic and international;</li> <li>• An evaluation of the cost of serving students, including a computation of the cost per student;</li> <li>• A recommendation of appropriate student dues, keeping in mind the international economic situations;</li> <li>• Consideration of a possible sliding scale for student dues; and</li> <li>• A review of the dues imposed by student chapters and how they use those funds.</li> </ul>
<b>Issues:</b>	Should ASCE charge individual student dues to offset student programming costs at the risk of losing student members?
<b>Organizational Entities Impacted:</b>	Student chapters and student members will be the impacted entities. They have been consulted and are in agreement with the recommendation.
<b>Budget Impact:</b>	The proposed action will have no impact on the Society's budget.
<b>Action Requested:</b>	The Board of Direction is asked to continue to maintain a zero dollar dues rate for student members.
<b>Prepared and Submitted by:</b>	Craig Quadrato, PE, PhD, F.ASCE, MCC Chair Carol W. Bowers, P.G., CAE, Hon.D.GE, ENV SP, M.ASCE, Managing Director, Member Communities
<b>Presenter:</b>	Craig Quadrato, PE, PhD, F.ASCE, MCC Chair Carol W. Bowers, P.G., CAE, Hon.D.GE, ENV SP, M.ASCE, Managing Director, Member Communities

# ASCE Board Task: Student Dues Analysis

Prepared by the Committee on Student Members

*The Committee on Student Members gathered information to provide guidance for decision making about the question of charging student dues. Answers to the Boards specific questions accompanying the task are included in Part I. Additional analysis of alternative means of collecting dues from student members and their potential impacts on students and student chapters is provided in Part II. CSMs recommendations are outlined in Part – III.*

## Part I – Board Questions

1. **Number of students:** There are 36, 874 student members. FY16 membership counts include 23,223 registered members in Regions 1-9 and 13,651 registered members in region 10. Currently there are 353 student chapters, of which 65 are in Region 10. The number of students and student chapters are expected to climb steadily as the growth in numbers of student chapters continues.
2. **Estimated cost-per-student:** CSM recommends that ASCE staff devise a formula that provides basic cost-per-member data. (Student cost would be a percentage of member cost, based on percentage of services not provided to students.) Without this data, it is not possible to make a realistic cost-per-student assessment. CSM can however provide insight into known costs related to the Student and Younger Member Programs Department, direct program costs relating to students, and additional implicit costs. These include:
  - a. ASCE Student and Younger Member Program Staff
    - i. 1.5 FTEs (3 FTEs split hours evenly between students and YMs)
    - ii. 1 Director / 2 Managers
  - b. CSM FY17 PAES program costs: \$311,540
  - c. CSM FY17 PAES NET program costs after revenue: \$235,315
  - d. CSM FY17 PAES cost per student \$6.38 per member (36,874 students)
    - i. Int'l students receive nominal benefit from these programs
    - ii. Programs serve only a small percentage of domestic students
  - e. Implicit costs associated with services for students involves additional staff time FTEs.
    - i. Smart brief, The Ladder, Social Media and ASCE Website
    - ii. Career Connections
    - iii. EWB, NSBE, SHPE, SWE, AISC partnerships
    - iv. IT Data Management, Marketing, Communications, Customer Service, Membership, Conferences, Civil Engineering digital magazine, Institute costs, and more.
    - v. Member Advantages/ Benefits
  - f. Other: ASCE Allotments to Sections and Branches
    - i. Percentage goes toward student support

Another way of looking at cost-per-student would be to identify the primary cost centers providing the bulk of student value/benefits, assigning costs to these service areas, and determining the numbers of students who participate:

**Current Value – Services/ Benefits offered students (Cost centers)**

Make Friends	STAY in the Know	Advance Your Career	Shape the Profession
<p>Workshop for Student Chapter Leaders helps students network and learn to lead</p> <p>Region Assemblies and Annual Convention offer additional opportunities to meet others in the profession</p> <p>Local Sections, Branches, and Younger Member Groups offer networking activities and engagement opportunities</p> <p>Students in EWB, SWE, NSBE, and SHPE receive the added benefit of ASCE’s partner agreements</p>	<p>Students learn about ASCE’s student programs through Student Services Announcements</p> <p>The Ladder provides information about student and other ASCE programs and professional development topics, including FE test prep</p> <p>ASCE Smartbrief provides information about the Society and the Profession</p> <p>Civil Engineering Magazine digital provides information about the profession and technical news affecting the industry.</p> <p>ASCE’s Website offers information virtually to any student in the world.</p>	<p>Students benefit from ASCE’s library of publications and journals available at most universities</p> <p>Students learn about internships, job openings, and salary data through Career Connections.</p> <p>Student leaders gain financial help and personal recognition through ASCE’s scholarships, fellowships, honors and awards programs.</p> <p>Students gain extracurricular leadership, program management, and technical experience through leadership positions in their Student Chapters, the Workshop for Student Chapter Leaders, and ASCE’s student competitions: NCCC and NSSBC.</p>	<p>Students shape the profession through K-12 Outreach activities supported by ASCE resources</p> <p>Students learn that they have a voice in public policy issues by engaging in the Key Contact Program</p> <p>Students participate in strong programs, such as EWB supported by ASCE that are intended to use their knowledge, skills and abilities to help others.</p>

		Students gain valuable insights for their early career through ASCE conferences and webinars.	
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**3. Review of the dues imposed by Student chapters and how they use those funds.**

- The majority of Student Chapters charge between \$10-40 per student.
- We do not require detailed budgets outlining expenditures. Fund raising, university support and individual dues contribute to their income. It would be difficult to isolate how revenue from individual dues was spent. Expenditures vary widely chapter to chapter.
- Typical expenditure categories seen through annual reporting include: food & beverages, student chapter meeting expenses, concrete canoe, steel bridge, recruitment and community outreach, networking events, t-shirts, marketing and promotion, misc.

**4. Consideration of a possible sliding scale for student dues.**

- Charging individual dues is likely to negatively impact Chapters' ability to collect dues locally. (Currently between \$10 and \$40.) Impact would not be offset by offering a sliding scale. The sliding scale's impact would be inconsistent, since local chapter dues charged is not uniformly based on size of school or membership.
- World Bank discounts (sliding scale) for International students complicate the idea of charging individual dues:
  - International charges for money exchange would outweigh individual dues received. Approximately \$25 in bank fees at each end. Bank fees make collecting individual dues unlikely.
  - Assuming a \$25 dues fee, applied World Bank discounts assigned for individual international student dues would result in a net revenue loss for ASCE collecting individual dues from all students receiving World Bank discounts. Only \$5.00 revenue for ASCE would be realized in those countries that do not receive a discount. (See spreadsheet)
- A sliding scale may be an option if charging student chapter dues. Chapter dues could be adjusted according to Student Chapter size. However, revenue from International Student Chapters would be reduced by similar discount and bank wire charge losses.

**5. Recommendation of appropriate Student Dues, keeping in mind the international economic situation**

- Do not recommend individual dues.
- International Student concerns:

1. bank wire transactions only:
  2. few students have credit cards
  3. some international countries have no credit cards
  4. most developing and less developed countries have strict exchange control regulations for money leaving their monetary system
  5. can't assume that the US bank would accept all these transactions
- Are there other ways to collect international fees in say a lump sum? Or perhaps charge an increased Student Chapter Fee? Perhaps we could work something through the universities. However, this is fraught with difficulties in most countries. Why would a university want to send money out of the country? Do they have the correct tax status in country to make this happen? Does this jeopardize their current protected tax status? Etc. etc.

## **Part II - DUES STRUCTURE ANALYSIS FOR ASCE**

### **Introduction**

ASCE offers many programs for student members. Those programs, like many services offered by ASCE, do have a cost associated with them.

Currently, there is a mandatory \$25 per year, per student chapter, fee or dues.

That mandatory dues per student chapter currently collects approximately \$8,000 per year. While this amount is not inconsequential, it does not begin to cover the costs of the programs offered to students.

The collection of dues based on student chapter classification alone does have some potential inequality attached to it. For example, some student chapters in California have hundreds of members, but still only pays one fee as a student chapter. However, for some student chapters in Montana or Wyoming, there may be less than 20 members, but they still pay the same amount for their student chapter.

This analysis makes certain assumptions and generalizes some numbers for ease of analysis.

With regard to impact of individual membership dues on ASCE student membership totals, data from 1994-2015 is used showing a negative correlation between level of dues charged and level of student membership, but does not attempt to identify specific causation for this relationship.

This analysis does not consider the potential inequity and currency exchange rate details with international student chapters (international for this analysis is all countries excluding the USA, Puerto Rico, Canada, or Mexico).

What follows is a general analysis looking at options for collecting dues for student members and/or student chapters.

CSM (Committee on Student members) is the author of this document created at the request of MCC (Member Communities Committee).

## **Current Practices**

While there is a current mandatory \$25 student chapter annual dues structure, many schools also collect their own higher “local” dues from individual students.

For example, the University of Southern California collects \$40 per year from each student. With approximately 96 students they would collect \$3,840 per year.

In speaking with student chapters who collect this “local” student dues they use the money for student events, food, T-shirts, and other similar items.

## **Industry Examples**

From previous ASCE Executive Committee reports (June 28, 2016) it appears that most other benchmark societies have student dues and not chapter dues.

Some chapters charge voluntary dues (for example \$10 per student, per year, that paid for shirts, food, etc.) Those who didn’t pay the annual dues would have to pay for food, shirts, etc. separately and at a higher rate.

ITE student dues, for example, carried with it a very tangible benefit to the students. This benefit was clearly identified, such as going to conferences, being more involved in the parent chapter activities, and discounts to on-line training and member benefits, such as insurance. ITE student chapters have done a good job at identifying how a \$30 membership fee provides over \$200 in benefit.

<http://www.ite.org/membership/>

<http://library.ite.org/pub/e1f4865b-2354-d714-5199-00ddf3d076b9>

ASCE is already aware of these issues, but more clearly identifying the benefits of membership could help students trying to make the decision if joining ASCE is a good investment.

## **Alternative Approaches to Consider**

The following are alternatives to consider regarding dues structure for ASCE students and student chapters:

### **Alternative 1: Increase Student Chapter Dues**

Assumptions:



- Chapter Dues YEARLY
- 300 student chapters
  - EXCLUDING international chapters but KEEPING Puerto Rico, Mexico and Canada

Dues Amount	Amount Generated
\$5.00	\$1,500.00
\$10.00	\$3,000.00
\$15.00	\$4,500.00
\$20.00	\$6,000.00
\$25.00	\$7,500.00
\$30.00	\$9,000.00
\$35.00	\$10,500.00
\$40.00	\$12,000.00
\$45.00	\$13,500.00
\$50.00	\$15,000.00

The current student chapter dues amount is highlighted in yellow.

**Alternative 2: Shift from Student Chapter Dues To Individual Student Dues**

Assumptions:

- Student Dues YEARLY
- 20,000 students
  - EXCLUDING international chapters but KEEPING, Puerto Rico, Mexico and Canada

Student Dues Amount	Amount Generated to ASCE
\$1.00	\$20,000.00
\$5.00	\$100,000.00
\$10.00	\$200,000.00
\$15.00	\$300,000.00
\$20.00	\$400,000.00
\$25.00	\$500,000.00
\$30.00	\$600,000.00
\$35.00	\$700,000.00
\$40.00	\$800,000.00
\$45.00	\$900,000.00

\$50.00	\$1,000,000.00
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**Alternative 3: Cost Splitting of Student Dues Between Student Chapter and ASCE**

Assumptions:

- Student Dues YEARLY
- Student Chapters and ASCE would equally split the yearly student dues amount
- 20,000 students
  - EXCLUDING international chapters but KEEPING Puerto Rico, Mexico and Canada

Student Dues Amount	Amount to Chapter	Amount generated to ASCE	Amount Generated to ASCE
\$1.00	\$0.50	\$0.50	\$10,000.00
\$5.00	\$2.50	\$2.50	\$50,000.00
\$10.00	\$5.00	\$5.00	\$100,000.00
\$15.00	\$7.50	\$7.50	\$150,000.00
\$20.00	\$10.00	\$10.00	\$200,000.00
\$25.00	\$12.50	\$12.50	\$250,000.00
\$30.00	\$15.00	\$15.00	\$300,000.00
\$35.00	\$17.50	\$17.50	\$350,000.00
\$40.00	\$20.00	\$20.00	\$400,000.00
\$45.00	\$22.50	\$22.50	\$450,000.00
\$50.00	\$25.00	\$25.00	\$500,000.00

**Alternative 4: Increase Student Chapters Dues and Add Student Dues**

Assumptions:

- Student Dues YEARLY
- 20,000 students
  - EXCLUDING international chapters but KEEPING Puerto Rico, Mexico and Canada
- 300 student chapters
  - EXCLUDING international chapters but KEEPING Puerto Rico, Mexico and Canada

Student Dues Amount	Current Chapter Dues of \$25	Amount Generated to ASCE
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\$1.00	\$8,000.00	\$28,000.00
\$5.00	\$8,000.00	\$108,000.00
\$10.00	\$8,000.00	\$208,000.00
\$15.00	\$8,000.00	\$308,000.00
\$20.00	\$8,000.00	\$408,000.00
\$25.00	\$8,000.00	\$508,000.00
\$30.00	\$8,000.00	\$608,000.00
\$35.00	\$8,000.00	\$708,000.00
\$40.00	\$8,000.00	\$808,000.00
\$45.00	\$8,000.00	\$908,000.00
\$50.00	\$8,000.00	\$1,008,000.00

## Potential Impacts

### Pros of Charging Student Dues

- Collection of student dues would generate income that could be used for existing and new ASCE programs to benefit students.
- The collection of individual student dues would be more equitable than collection of student chapter dues.
- Individual student dues collection could also be an opportunity to gather more information on individual students to track their membership and help transition them into full membership in the future.
- Student dues may push ASCE to consider offering more benefit to individual members through such items as professional training, on-line training, and personal benefits such as insurance.

### Cons of Charging Student Dues

In speaking to a number of student chapter representatives from small and large chapters the concerns were as follows,

#### **Small Chapters:**

- Loss of membership
- Record keeping seems burdensome to monitor and manage who paid and who did not
  - One good suggestion was to have ASCE create a one page membership and dues application sheet where that data could be given to ASCE to track the details of the student and a “membership card” could be detached from the bottom of the application so

that a student would have their membership card for reference and for “admission” to ASCE student events (especially with food)

**Large Chapters:**

- Not collecting enough money for their own programs
- The amount of dues collected and given back to the student chapter seems minimal, the student chapter will still most likely collect “local” dues on top of any ASCE dues to meet expenses
- Loss of membership to other organizations like ITE that might offer more for their members than ASCE

**Previous Concerns About Loss of Members:**

From data provided by ASCE staff in the past there was a collection of student dues (refer to table below). The concern is that membership suffered with the collection of student dues but membership increased when the student dues were dropped.

The information in the table does not have a lot of detail about other variables that most likely contributed to this. The information is also older and may not currently apply.

Year	Dues	Total Members	Change	Notes
1994	\$20	14,014		What were dues prior to 1994?
1995	\$20	14,606	592	
1996	\$20	13,825	-781	
1997	\$20	11,038	-2,787	
1998	\$20	7,864	-3,174	
1999	\$20	6,904	-960	
2000	\$20	6,630	-274	
2001	\$0	11,057	4,427	Dues change
2002	\$0	18,644	7,587	
2003	\$0	21,475	2,831	
2004	\$0	24,969	3,494	
2005	\$0	25,775	806	
2006	\$0	26,293	518	
2007	\$0	26,566	273	
2008	\$0	28,991	2,425	

2009	\$0	26,843	-2,148	Need industry explanation
2010	\$0	25,947	-896	
2011	\$0	28,506	2,559	
2012	\$0	26,134	-2,372	Need industry explanation
2013	\$0	31,161	5,027	
2014	\$0	33,638	2,477	
2015	\$0	36,856	3,218	

## Conclusions

To conclude, ASCE offers great benefit to student members and student chapters. The challenge is to fund those existing benefits and have options to fund future benefits.

This analysis has reviewed existing conditions, spoken with ASCE student chapters and student members, and looked at other similar societies.

This analysis has not fully addressed the issue of international student chapters or students. This issue is more complex and must deal with currency exchange rates and potential cultural issues about collection of dues.

What follows are comments regarding the four alternatives and a recommended course of action.

### **Alternative 1: Increase Student Chapters Dues**

Increasing the student chapter dues will not create a significant amount of income. Even if the student chapter dues doubled, from \$25 to \$50, it would only raise an additional \$7,000.

Raising the student chapter dues does not address the inequality issue of the number of students in a student chapter.

### **Alternative 2: Shift from Student Chapter Dues to Individual Student Dues**

Collecting individual student dues has many advantages. Many other societies collect individual dues. The collection of individual dues addresses the inequality issue surrounding student chapter dues.

The collection of individual dues has a significant potential for income generation. Even at just \$1 per student it would generate \$20,000, an increase of \$12,000 over the existing student chapter dues and \$5,000 more income generated than if the student chapter dues were doubled.

Individual student chapter dues could be implemented in a multiyear approach. For example, if the first year was \$5 (\$100,000 generated), \$10 the second year (\$200,000 generated) and \$15 the third year (\$300,000 generated) ASCE would still be half the cost of ITE. This approach, but the third year, would generate \$292,000 a year more for student programs and benefits that it generates now with just a student chapter dues.

### **Alternative 3: Cost Splitting of Student Dues Between Student Chapter and ASCE**

This alternative is very similar to Alternative 2 with the exception of splitting the income generated with the student chapters in a 50% split.

While this originally seemed to be an equitable alternative, after speaking to individual student chapters it has some potential flaws.

The student chapters said that if a 50% split was created it would not generate the amount of income that they already generate with “local” dues. This applies more to the larger student chapters (primarily California).

Those larger chapters said that they would most likely impose an additional “local” dues on the students anyway. This might pose a burden on the students that may be unacceptable for them.

However, in speaking to some of the smaller chapters they thought that a 50% split might benefit them.

From the conversations surrounding this alternative it may be prudent to not pursue the 50% split option and just have the income go to ASCE and then have ASCE create programs or opportunities with that additional income to help the student chapters.

### **Alternative 4: Increase Student Chapter Dues and Add Student Dues**

This alternative is very similar to Alternative 2 with the exception of still collecting the \$25 per year student chapter dues.

There is an unknown variable here that ASCE will need to clarify. Many student chapters stated they felt the \$25 per year student chapter dues was just an additional incentive to have the student chapter submit their annual report.

This alternative does not show a significant benefit for the additional effort necessary.

## **Part – III CSM Final Recommendation:**

### ***CSM recommends that ASCE not charge student dues, at this time.***

In addition to the complexities raised in the detailed analysis, CSM sees the following key issues:

- risk of asking for an increase before defining the value proposition associated with charging dues
- lack of information about how dues revenue would be put to use to benefit students and how much clear revenue would be realized
- lack of a developed plan for the collection of individual dues and the logistics involved in clarifying the linkage or separation between student chapter national dues, national student dues, and local student dues.

### ***Additional Recommendations:***

CSM recommends that ASCE staff closer to the financial centers of the organization do a cost-benefit analysis of the cost per student member before moving forward with a dues increase. CSM strongly recommends coordinating efforts between the Program and Finance Committee, the Task Committee on New Revenue being established to brainstorm new sources of revenue for ASCE.

It is recommended that ASCE pursue this subject further and refer it to ASCE professional staff for further detailed analysis.

CSM is the author of this document, created at the direction of MCC. If this is pursued CSM stands willing to further participate in this subject.

### **ASCE Staff Input Documents (Table 1.)**

<b>Assumptions</b>	<b>Considerations</b>
<ul style="list-style-type: none"> <li>• Schools will still also collect their own “local” dues from individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Operational and member payment complexity results in either of two scenarios: two payments made by students (School Treasurer and ASCE Society) or one payment to ASCE Society with transfers to each of the schools</li> </ul>
<ul style="list-style-type: none"> <li>• Society-level student dues are not mandatory</li> </ul>	<ul style="list-style-type: none"> <li>• We can’t assume that students will pay on top of chapter level student dues if they are not mandatory and should reduce the projected numbers from 20,000</li> </ul>

	<ul style="list-style-type: none"> <li>Perhaps 3,000 student members would be a better assumption for year 1 – to cover those student events where Society membership is mandatory and verified (concrete Canoe, MRLCs etc)</li> <li>If mandatory, chapter-level growth (revenue and counts) could be impacted</li> </ul>
<ul style="list-style-type: none"> <li>No increase in student member benefits</li> </ul>	<ul style="list-style-type: none"> <li>For \$0 dues, students do not currently get Civil Engineering magazine, and Publications discounts</li> <li>Expectations and delivery of benefits will result in additional expenses that should be factored in</li> </ul>
<ul style="list-style-type: none"> <li>Individual student dues collection could also be an opportunity to gather more information on individual students to track their membership</li> </ul>	<ul style="list-style-type: none"> <li>What examples of information does this assumption refer to? We currently track activity and demographics through the association database</li> </ul>
<ul style="list-style-type: none"> <li>A student paying Society dues will result in “skin in the game”</li> </ul>	<ul style="list-style-type: none"> <li>Many are already paying student dues – at chapter level</li> <li>Many are overwhelmed with student/social activities competing for their time and funds ... they are often just “trying ASCE out”</li> <li>We currently charge a \$50 fee (reduced to \$0 for ASCE student members) in the first year after graduation; student transition rate is 20%.</li> </ul>
<ul style="list-style-type: none"> <li>The \$25 ASCE chapter fee is inequitable due to the disparity of chapter sizes</li> </ul>	<ul style="list-style-type: none"> <li>This could be solved by creating a sliding scale based on the size of the student chapter or other criteria.</li> </ul>

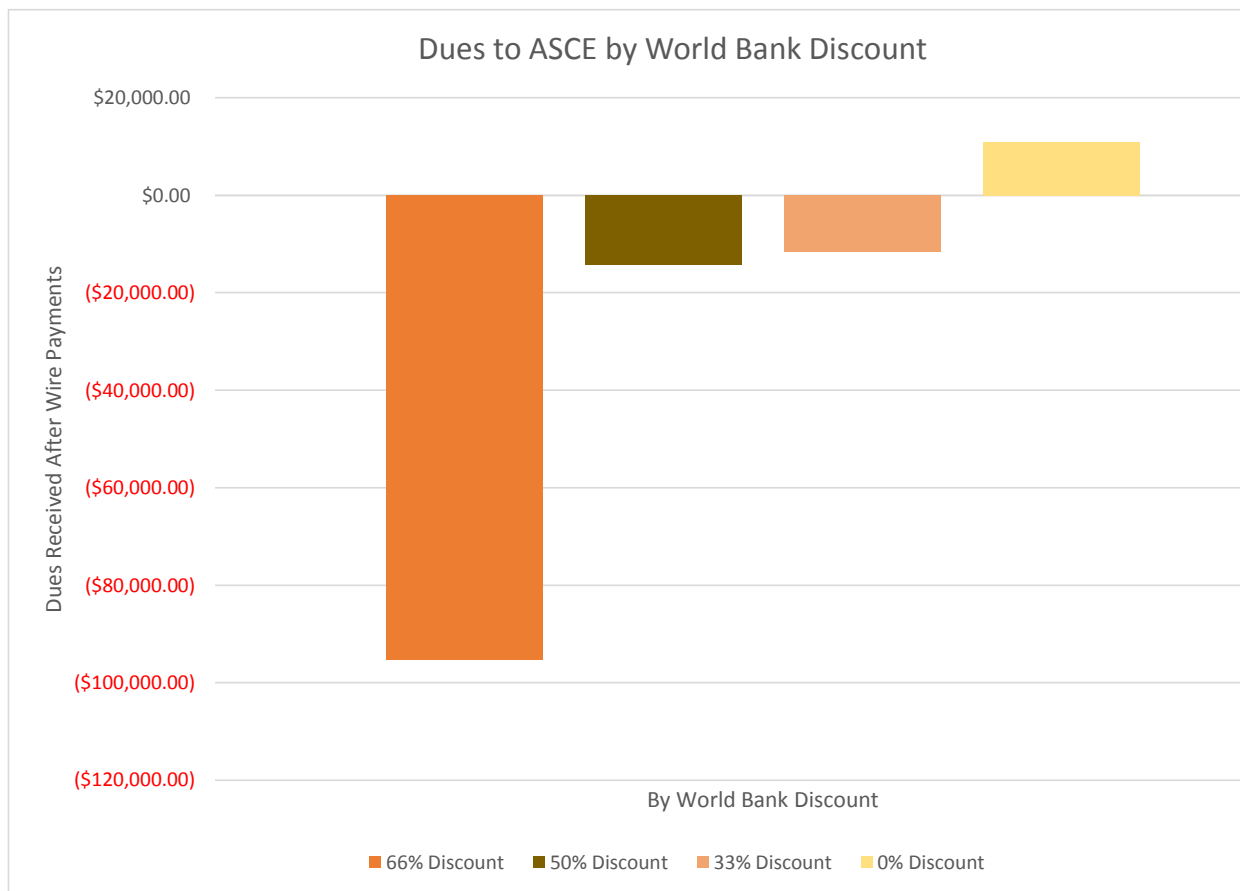
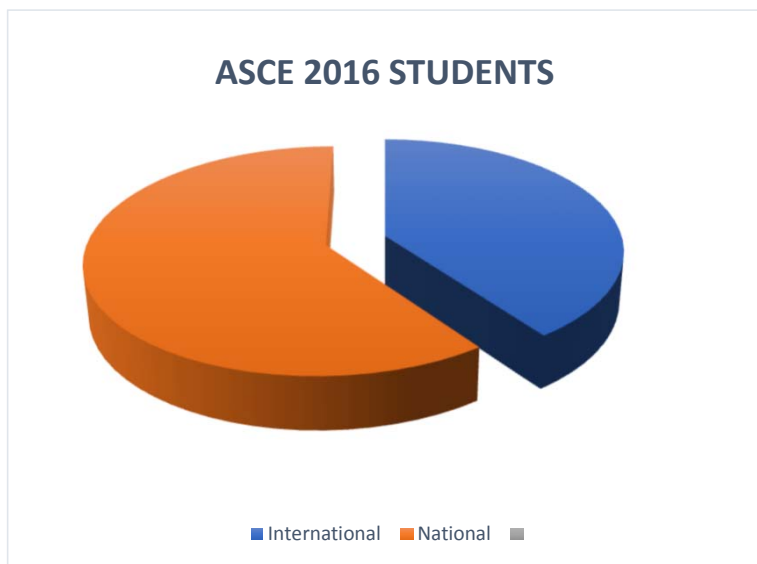
Excel Spreadsheets (INSERT)

1. Student Dues Pricing Comparison
2. International Student Member Impacts



	ASCE	EWB	AISC	ITE	IEEE	NSPE	WEF	ACI
<b>Regular Dues</b>	\$240	\$100	\$550	\$250	\$199	\$220	\$140	\$233
<b>Student Dues</b>	\$0	\$0	\$0	\$0 - For the first year \$30 per year after that	\$32	\$0	\$20	Free for e-membership \$40 for traditional

	2016
	STUDENT
International	15,733
National	23,755
<b>Total</b>	<b>39,488</b>



Country Name	Total count	WB Discount	Sugg. Fee	After Disc.	Outgoing Wire Fee	Student Pays	ASCE Pays	Money to ASCE	Total	By Discount
Afghanistan	1	66% Disc.	\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	(\$95,312.00)
Burkina Faso	1		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	
Burundi	1		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	
Congo-Democratic Republic	1		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	
Ethiopia	17		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$195.50)	
Haiti	5		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$57.50)	
India	8,137		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$93,575.50)	
Korea, Republic of	42		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$483.00)	
Liberia	1		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	
Mozambique	1		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$11.50)	
Nepal	48		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$552.00)	
Rwanda	3		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$34.50)	
Somalia	3		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$34.50)	
Tanzania-United Republic	6		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$69.00)	
Uganda	12		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$138.00)	
Zimbabwe	9		\$25	\$8.50	\$35.00	\$43.50	\$20.00	(\$11.50)	(\$103.50)	
Armenia	1	50% Disc.	\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$7.50)	(\$14,250.00)
Bangladesh	162		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$1,215.00)	
Bhutan	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	
Bolivia	6		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$45.00)	
Cambodia	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	
Cameroon	5		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$37.50)	
Egypt	445		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$3,337.50)	
El Salvador	1		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$7.50)	
Ghana	16		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$120.00)	
Guatemala	3		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$22.50)	
Honduras	6		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$45.00)	
Indonesia	37		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$277.50)	
Kenya	25		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$187.50)	
Kosovo	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	
Mongolia	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	

Country Name	Total count	WB Discount	Sugg. Fee	After Disc.	Outgoing Wire Fee	Student Pays	ASCE Pays	Money to ASCE	Total	By Discount
Morocco	6		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$45.00)	
Myanmar	4		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$30.00)	
Nicaragua	1		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$7.50)	
Nigeria	107		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$802.50)	
Pakistan	880		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$6,600.00)	
Philippines	52		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$390.00)	
Sri Lanka	86		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$645.00)	
Sudan	17		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$127.50)	
Syrian Arab Republic	6		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$45.00)	
Tunisia	7		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$52.50)	
Ukraine	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	
Vietnam	7		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$52.50)	
West Bank / Gaza	8		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$60.00)	
Zambia	2		\$25	\$12.50	\$35.00	\$47.50	\$20.00	(\$7.50)	(\$15.00)	
Albania	4	3% Discour	\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$14.00)	(\$11,732.00)
Algeria	5		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$17.50)	
Azerbaijan	2		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$7.00)	
Belarus	1		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$3.50)	
Brazil	93		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$325.50)	
Bulgaria	3		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$10.50)	
China	479		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$1,676.50)	
Colombia	458		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$1,603.00)	
Costa Rica	96		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$336.00)	
Dominican Republic	6		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$21.00)	
Ecuador	158		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$553.00)	
Fiji	1		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$3.50)	
Georgia	2		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$7.00)	
Iran, Islamic Republic of	267		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$934.50)	
Iraq	19		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$66.50)	
Jamaica	6		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$21.00)	
Jordan	91		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$318.50)	

Country Name	Total count	WB Discount	Sugg. Fee	After Disc.	Outgoing Wire Fee	Student Pays	ASCE Pays	Money to		By Discount
								ASCE	Total	
Kazakhstan	100		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$350.00)	
Lebanon	689		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$2,411.50)	
Libyan Arab Jamahiriya	4		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$14.00)	
Malaysia	105		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$367.50)	
Mauritius	3		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$10.50)	
Mexico	329		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$1,151.50)	
Namibia	2		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$7.00)	
Panama	3		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$10.50)	
Peru	81		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$283.50)	
Romania	9		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$31.50)	
Russian Federation	71		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$248.50)	
Serbia/Montenegro	3		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$10.50)	
South Africa	18		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$63.00)	
Thailand	14		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$49.00)	
Turkey	217		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$759.50)	
Turkmenistan	1		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$3.50)	
Venezuela	12		\$25	\$16.50	\$35.00	\$51.50	\$20.00	(\$3.50)	(\$42.00)	
Argentina	6	3% Discoun	\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$30.00	\$10,965.00
Australia	114		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$570.00	
Austria	6		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$30.00	
Bahamas	2		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$10.00	
Bahrain	7		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$35.00	
Barbados	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Belgium	3		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$15.00	
Canada	824		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$4,120.00	
Chile	10		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$50.00	
Croatia (Hrvatska)	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Cyprus	3		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$15.00	
Czech Republic	4		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$20.00	
Denmark	3		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$15.00	
Estonia	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	

Country Name	Total count	WB Discount	Sugg. Fee	After Disc.	Outgoing Wire Fee	Student Pays	ASCE Pays	Money to ASCE	Total	By Discount
Finland	3		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$15.00	
France	15		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$75.00	
Germany	36		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$180.00	
Greece	23		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$115.00	
Hong Kong	31		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$155.00	
Hungary	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Iceland	2		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$10.00	
Ireland	19		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$95.00	
Israel	12		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$60.00	
Italy	23		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$115.00	
Japan	39		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$195.00	
Kuwait	77		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$385.00	
Lithuania	6		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$30.00	
Luxembourg	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Macau	15		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$75.00	
Malta	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Netherlands	21		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$105.00	
New Zealand	24		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$120.00	
Northern Mariana Islands	1		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$5.00	
Norway	4		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$20.00	
Oman	15		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$75.00	
Poland	16		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$80.00	
Portugal	8		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$40.00	
Qatar	29		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$145.00	
Saint Lucia	3		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$15.00	
Saudi Arabia	185		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$925.00	
Singapore	12		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$60.00	
Slovakia(Slovak Republic)	2		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$10.00	
Slovenia	2		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$10.00	
Spain	11		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$55.00	
State of Palestinian	92		\$25	\$25	\$35.00	\$60.00	\$20.00	\$5.00	\$460.00	



**ATTACHMENT 6  
REGION HEALTH SCORECARD**

**REGION 1-9 HEALTH SCORECARD**

Region		1	2	3	4	5	6	7	8	9
Section & Branches (S&Bs)	% Change Dues Paying Members	-1.10%	-0.70%	-1.30%	-1.40%	-1.10%	-0.60%	-2.20%	-1.50%	-2.80%
	Ratio S&Bs Visited in 1 Year by Region	9/21	16/10	6/27	22/46	5/35	15/23	12/13	13/37	14/20
	Attendance (Y/N) MRLC   Fly In   PGF	Y   N   N	Y   N   N	Y   N   N	Y   Y   N	Y   N   Y	Y   Y   Y	Y   Y   Y	Y   N   Y	Y   Y   N
Student Members	Ratio SCs w/ 2 Practitioner Advisors	12/51	3/27	6/34	1/43	9/31	6/23	8/25	7/30	9/24
	Ratio SCs in Good Standing (National Average is 99.7%)	51/51   100%	27/27   100%	34/34   100%	42/43   98%	31/31   100%	23/23   100%	25/25   100%	30/30   100%	24/24   100%
	Ratio Student Conferences attended by Region	3/3	1/3	0/4	0/7	0/3	2/3	0/3	0/3	0/2
Younger Members	% Change Younger Members	0.30%	-0.20%	-4.40%	-3.30%	-4.90%	-2.30%	-5.90%	-4.10%	-3.00%
	Ratio S&Bs w/ YMGs	17/21	7/10	11/27	15/46	14/35	9/23	10/13	16/37	12/20
	# YMs in Leadership Positions	103	56	108	121	149	91	58	102	85